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**The Hamilton-Wentworth
Community Action Program for Children
(CAPC) Project:
Local Evaluation Report of the
SKILLS THROUGH ACTIVITY AND
RECREATION PROGRAM (STAR)**

Social Planning & Research Council

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(CAPC) Project:
Local Evaluation Report of the
SKILLS THROUGH ACTIVITY AND
RECREATION PROGRAM (STAR)**

January 1998

Prepared by:

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From May 01 1994 - March 31 1997
(First Three Years of CAPC Funding)



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The views expressed herein do not necessarily represent the official policy of Health Canada.

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The Hamilton-Wentworth CAPC is a collaborative effort of the following agencies: The Regional Community Services Department, The Regional Public Health Department, St. Joseph's Community Health Centre, the Skills Through Activity and Recreation program (STAR) and the Social Planning and Research Council of Hamilton-Wentworth.

The views expressed herein are solely those of the author and/or the Community Action Program for Children Evaluation Committee and do not necessarily represent the official policy of the Social Planning and Research Council of Hamilton-Wentworth, Health Canada, or the Province of Ontario.

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EXECUTIVE SUMMARY

The Hamilton-Wentworth CAPC Project:

A collaborative effort of five community agencies (The Regional Community Services Department, The Regional Public Health Department, St. Joseph's Community Health Centre, The Skills Through Activity and Recreation Program [STAR] and The Social Planning and Research Council of Hamilton-Wentworth). The CAPC project provides six programs for families "at-risk" who reside in East Hamilton and Stoney Creek. The goals of the CAPC project are three-fold: to improve prenatal and infant nutrition, to make parenting easier and to reduce the potential for child abuse and neglect (through community empowerment).

The STAR Program:

The STAR program offers children living in three densely populated public housing complexes (Oriole, Kenora and Congress) the opportunity to participate in skill development programs at no cost. By offering the programs in the housing complex, there is no transportation barrier. Staff are available to walk children to and from activities offered within the complex, and if any activities are offered outside the complex then bus/van transportation is offered for free. Staff actively engage the children in programs, by phoning reminders to the child's household prior to each session of each program offered.

The activities of the STAR program focus on developing social skills, educational and creative skills and physical skills. Programs vary from physical activities such as Soccer, Learn-In-Play, and Swimming to intellectual and creative activities such as Reading Circle, Art and Kreative Korner.

Through its programming, the STAR program assists in making parenting easier. While children are developing their skills, parents are enjoying a break from their children. Since the child's social skills are emphasized and tracked, the children are provided with an opportunity to manage their behaviour through the setting of limits, and their behaviour may be more manageable at home as a result of their involvement in the STAR program.

Skill Deficits in Socio-Economically Disadvantaged Children

The STAR program was modelled on a similar program in Ottawa which was developed in response to findings from a research study which compared middle-class children and children living in subsidized housing on the following measures: school performance, emotional adjustment & skill development (sport and non-sport activities). This study (Offord, 1985) found that children living in subsidized housing were disadvantaged compared to their middle class peers. Findings about children living in subsidized housing included: (i) they were 4x as likely to have repeated a grade (ii) they were perceived by their teachers as hyperactive almost 4x as often as their middle-class peers and (iii) they had 1/2 to 1/3 the rate of instruction in music, hockey and swimming. The study concluded that intervention programs aimed at raising the quality of life of socio-economically disadvantaged children should focus on these deficits in skills development. The Ontario Child Health Survey in 1983 confirmed the deficit in skill development in children who live in poverty. This deficit in skill development has been partially attributed to the fact that children living in poverty cannot participate in competitive sports programs because their families cannot afford the registration fees, and, their families cannot provide the needed transportation and encouragement.

Description of STAR Programs Developed for 5 & 6 Year Olds

Prior to the CAPC funding, STAR did offer its traditional programs to children aged 5 and 6 years old. Past evaluations indicated that participation in this age group was very low, which was attributed to the lack of programs specifically designed for, and tailored to younger children.

When STAR received the CAPC funding, it hired a recreational program co-ordinator to develop and implement programs specifically for children aged 5 and 6 years old. Programs were developed which would introduce younger children to the sport and non-sport activity programs which STAR offers to older children, with the thought being that children will be more confident to participate at an older age in the STAR programs. These programs also focus on social skill development which prepares children for school.

Learn-In-Play

This program is an introduction to sports and physical activities. Each week, during the hour session, the children are exposed to equipment and activities related to a particular sport or activity (e.g. basketball, soccer, music, dance, etc.). Skills which are developed include: large and fine motor movement, muscle co-ordination, knowledge of rules, and co-operation. There is also a related craft during the one hour program session.

Kreative Korner

This weekly program offers half hour sessions which introduce arts and crafts to the five and six year olds. Activities include: learning about colours, scissor safety, painting, colouring, cutting and gluing. Skills developed include fine motor movement, creativity, co-operation and social skills.

Green Club

This program provides children with an opportunity to learn about nature and the environment. Activities include: nature walks, outdoor games, crafts made with an emphasis on re-cycling and planting. Skills developed include: knowledge of the environment, listening and social skills.

Data from Focus Group held with Parents of Participants in STAR's Learn-In-Play Program

Benefits Parents Saw in the Program:

- *"it gives them a bit of structure"*
- *"they aren't running around wild"*
- *"it gives them a chance to have new friends"*
- *there's a lot of programs, its like a routine*

Changes Parents Noticed in Their Children Since They Started Attending Learn-In-Play:

- *"they're a little calmer"*
- *"they can't play out front"*

- *"my son reminds me everyday that he has something to do, "is it time to go yet?, is it time to go yet?" first thing in the morning, 8:30, "what day is it? How many hours until it's time to go?"*

Attendance

As can be seen from the table below, the number of children aged 5 & 6 years old participating in STAR programs has increased since the introduction of age-specific programming for them in the Summer of 1994.

The Total Number Of Children Aged 5 & 6 Participating In Star Programs

Date of Session	Total Number of Children Aged 5 & 6 Participating
Winter 1994 (BEFORE CAPC FUNDING)	24
Summer 1994	70
Fall 1994	65
Winter 1995	49
Summer 1995	74
Fall 1995	58
Winter 1996	107
Summer 1996	122
Fall 1996	120
Winter 1997	112

Recommendations for Future Planning and Evaluation

- track children who participate in the programs for 5 & 6 year-olds to determine the number of these children who continue to participate in STAR programs
- conduct another focus group with parents of children aged 5 & 6 who have participated in at least two of the STAR programs for this age group

- develop a strategy to capture the links of STAR to other programs (i.e. parents of some children attend the other CAPC programs but there is no way to capture this)

Conclusions

Based on data collected from April 01 1994 - March 31 1997, the STAR program has successfully used its CAPC funding to develop and implement recreational programs for children aged 5 and 6. Three new programs were developed specifically for children aged 5 and 6: Learn In Play, Kreative Korner and Green Club.

Since the winter of 1996, in each term (winter, summer, fall) over one-hundred children aged five and six who live in public housing have participated in STAR programming which includes creative programs and physical activity programs. For each of these terms, over 40% of the children have sustained participation, that is, they have attended more than half of the program sessions offered.

Data from a focus group held with parents of children in the STAR program indicate that the parents value the program and see positive changes in their child which they attribute to the program.

The STAR program should continue to offer its programs specifically designed for children aged 5 and 6 years old.

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Appendix Three: The Parents Helping Parents Questionnaire

Appendix Four: Map of the CAPC Catchment Area

The Hamilton-Wentworth Community Action Program for Children (CAPC) Project:
Local Evaluation Report of the Skills Through Activity and Recreation Program (STAR)

"My son reminds me everyday that he has something to do, "is it time to go yet?, is it time to go yet?" first thing in the morning, 8:30, "what day is it? How many hours until its time to go?"

Comment Made by a Parent of a Child Involved in the Learn In Play Program of STAR

1.0 INTRODUCTION

This report summarizes evaluation findings from the STAR program for the first three years it received CAPC funding from Health Canada (May 01 1994 - March 31 1997).

This report is one in a series of eight evaluation reports written on the Hamilton-Wentworth CAPC Project. These other reports, which include reports on the other six CAPC programs and a report on the overall project are available through the Social Planning and Research Council of Hamilton-Wentworth.

STAR is one of six programs under the umbrella of the Hamilton-Wentworth CAPC project which works with families 'at-risk' to improve the health and well-being of children aged zero (prenatal) to six years. Families 'at-risk' include families who are living on limited incomes and/or experience social isolation. The goals of the CAPC project are three-fold: to improve prenatal and infant nutrition, to make parenting easier, and to reduce child abuse and neglect (through community empowerment).

The STAR program offers children living in three densely populated public housing complexes (Oriole, Kenora and Congress) the opportunity to participate in skill development programs at no cost. By offering the programs in the housing complex, there is no transportation barrier. Staff are available to walk children to and from activities offered within the complex, and if any activities are offered outside the complex then bus/van transportation is offered for free. Staff actively engage the children in programs, by phoning reminders to the child's household prior to each session of each program offered.

The activities of the STAR program focus on developing social skills, educational and creative skills and physical skills. Programs vary from physical activities such as Soccer, Learn-In-Play, and Swimming to intellectual and creative activities such as Reading Circle, art and Kreative Korner.

Through its programming, the STAR program assists in making parenting easier. While children are developing their skills, parents are enjoying a break from their children. Since the child's social skills are emphasized and tracked, the children are provided with an opportunity to manage their behaviour through the setting of limits, and their behaviour may be more manageable at home as a result of their involvement in the STAR program.

2.0 HISTORY OF THE CAPC PROJECT

The CAPC funding in Hamilton-Wentworth is the successful result of a proposal submitted to Health Canada. The proposal was a collaborative effort of the following five community agencies: The Regional Community Services Department, The Regional Public Health Department, St. Joseph's Community Health Centre, The Skills Through Activity and Recreation Program (STAR) and The Social Planning and Research Council of Hamilton-Wentworth.

Health Canada granted the project 1.5 million dollars for a three-year pilot (April 01 1994 - March 31 1997). This money was used to develop a CAPC infra-structure and fund the seven programs that were outlined in the original proposal. Three of these programs were existing programs (Baby's Best Start, Nobody's Perfect and STAR), which received enhanced funding to deliver more services in the CAPC catchment area. Four of the programs were new initiatives, (Community Access to Child Health [CATCH], the Community Support Worker Program, the Parents Helping Parents Program and the Student Parent Resource Area/Young Parent Program), designed specifically to work with families "at-risk" living in East Hamilton and Stoney Creek. A portion of the money was committed to evaluating the programs and the project.

In addition to funding from Health Canada, the five partner agencies of the CAPC project have contributed significant amounts of professional time, program resources and office space which are essential to the success of the project.

In March 1997, the Hamilton-Wentworth CAPC Project received confirmation from Health Canada that it was successful in the renewal process, and full funding was secured for an additional three years (April 01 1997 - March 31 2000).

2.1 History Of The Hamilton-Wentworth Star Program

The STAR program was already being offered at the three public housing sites in the spring of 1994 when the CAPC funding arrived in Hamilton. The Hamilton Housing Authority donates space at each housing complex for STAR to offer programs. In these housing sites, the majority of residents are on social assistance, and there is a high number of single parents.

Thus, the residents in these housing sites are "at-risk", and fit the criteria for CAPC programming. Given that STAR provides a pro-social environment for children, enhances their lifeskills and increases their quality of life through recreation, the STAR program is viewed as an important part of the Hamilton-Wentworth CAPC project.

An agency involved in the writing of the CAPC proposal, and currently one of the lead partners in the collaborative effort which results in the CAPC project, STAR received funding from CAPC to increase its programming for 5 & 6 year olds. Traditionally, 5 & 6 year olds were invited to participate in STAR programming but there was no programming tailored specifically for them.

STAR used the funding received from CAPC to hire a full-time staff person with recreational training to develop and implement new programs for children aged 5 and 6. This staff person also recruited and trained volunteers from the community to assist with implementing these programs.

Programs offered to five and six year-olds include: Learn In Play, Kreative Korner, Reading Circle, Swimming, Karate, T-ball, Dance and Gymnastics. These programs are always filled to capacity, usually with long waiting lists.

3.0 THE CAPC CATCHMENT AREA

The CAPC catchment area encompasses East Hamilton and the town of Stoney Creek. This geographic area was chosen because it is an underserved area of the region where a high concentration of high risk families reside. Needs assessments of both residents and agencies/churches/organizations within the area indicate that large numbers of the population are disadvantaged. Furthermore, residents of this area do not have local access to many of the services, resources and facilities enjoyed by residents of other areas in the Hamilton-Wentworth region. The CAPC catchment area has the following boundaries (see map, appendix) .

- West Boundary: Strathearne Avenue & Cochrane Road
- East Boundary: Fifty Road
- North Boundary: Lake Ontario
- South Boundary: the brow of the escarpment

3.1 Risk Indicators in the CAPC Catchment Area

At the time of writing the CAPC proposal, the following risk indicators were identified in the catchment area through reviewing Regional Community Services records, conducting focus groups with residents and agency representatives, interviewing priests/ministers of churches, and reviewing census tract data:

- high levels of unemployment
- high levels of poverty and related undernutrition
- poor parenting skills among many isolated, disadvantaged families
- escalated frequency of violence including child abuse
- lack of locally accessible formal and informal resources (health, social, recreational, and cultural)
- high rates of low income families
- high rates of single parent families
- low literacy rates

A recent Risk and Capacity Profile of Hamilton-Wentworth (Henry, 1997) revealed that Hamilton is at a significantly higher risk for poverty and social assistance compared to both the Province and the country.

A brief description of these risk factors follows:

3.1.1 Income Levels

In terms of income levels, the City of Hamilton and the town of Stoney Creek are the two poorest areas within the region of Hamilton-Wentworth. The City of Hamilton has an average income which is below both the Canadian and Ontario averages. Henry (1997), reports, using 1991 data from Statistics Canada, the following figures:

TABLE 3.1 INCOME LEVELS

Geographic Area	Poverty Rate (number of families earning < \$20 000)
Canada	16.8%
Ontario	13.1%
City of Hamilton	17.4%
Town of Stoney Creek	8.8%

The academic research literature has consistently shown that poverty correlates with more negative outcomes for children than any other single factor. In his "Risk and Capacity Profile of Hamilton-Wentworth", Henry lists the following outcomes as being associated with child poverty:

- higher infant mortality, low birth-weight babies and chronic health problems
- reduced opportunities for developing a secure attachment to a caregiver in infancy
- a higher risk of being abused
- an increased likelihood that the child will make use of physical aggression in relating to others
- a greater risk for emotional and psychological problems
- a greater risk for suicide
- less opportunity to develop social skills
- poor school performance

3.1.2 Social Assistance Rates

Social assistance rates are often used as an indicator of poverty in a city or region. Henry (1997), reports that in 1995, 14.9% of the population in the Hamilton-Wentworth region (the region includes Hamilton, Stoney Creek, Flamborough, Glanbrook, Ancaster and Dundas) were receiving social assistance.

This is higher than the total social assistance rate for Ontario in 1995. In more detail, in 1995, more than 45 000 people in Hamilton-Wentworth were receiving General Welfare Assistance (GWA) and more than 45 000 people were in receipt of the Family Benefits Allowance (FBA).

Subtracting the social assistance rate for the region (14.9%) from the poverty rate for the region (17.4%) reveals that, in 1995, 2.5% of the population in Hamilton-Wentworth would be categorized as "working poor".

3.1.3 Additional Risk Indicators:

IMMIGRATION

Over 20% of residents in Hamilton-Wentworth identify a language other than English as their mother tongue (Henry, 1997). This is reflective of the presence of both long-term immigrants (e.g. Italian, Polish, Cambodian) and more recent immigrants from war-torn countries (e.g. Croatia, Slovenia, and Serbia). Past experiences of these immigrants combined with barriers such as language, racism, and cultural insensitivity result in a lack of access to traditional health and social services, and a higher risk for negative outcomes.

► The presence of these high risks in the region resulted in a recommendation in the Risk and Capacity Profile **"to increase investment in families with children younger than six who live in neighbourhoods with high rates of poverty and social service use, to prevent the need for further services."** This recommendation is in line with the work which the CAPC project is doing.

4.0 SKILL DEFICITS IN SOCIO-ECONOMICALLY DISADVANTAGED CHILDREN

The STAR program is based on a skill development program in Ottawa called PALS. This program was developed in response to findings from a research study which compared middle-class children and children living in subsidized housing on the following measures: school performance, emotional adjustment & skill development (sport and non-sport activities). This study (Offord, 1985) found that children living in subsidized housing were disadvantaged compared to their middle class peers. Findings about children living in subsidized housing included: (i) they were 4x as likely to have repeated a grade (ii) they were perceived by their teachers as hyperactive almost 4x as often as their middle-class peers and (iii) they had 1/2 to 1/3 the rate of instruction in music, hockey and swimming. The study concluded that intervention programs aimed at raising the quality of life of socio-economically disadvantaged children should focus on these deficits in skills development.

The Ontario Child Health Survey in 1983 confirmed the deficit in skill development in children who live in poverty.

This deficit in skill development has been partially attributed to the fact that children living in poverty cannot participate in competitive sports programs because their families cannot afford the registration fees, and, their families cannot provide the needed transportation and encouragement.

4.1 Risks Associated with Children Living in Poverty

The academic research literature states that economically disadvantaged children are at increased risk for anti - social behaviour. Children with anti - social behaviours in turn, exhibit associated problems such as poor school performance and difficulties in getting along with their peers, teachers and parents. These children are also at increased risk for contact with the juvenile justice system, alcohol and drug abuse, and becoming adults with anti - social behaviour.

4.2 The Need to Address Anti-social Behaviour in Children

The costs incurred due to childhood mental disorders, in particular conduct disorder, are very high. These costs include use of health related services and drugs, and societal costs such as those incurred by antisocial children who have contact with the juvenile justice system. Therefore, an effective intervention or primary prevention strategy aimed at reducing anti-social behaviour in children is necessary. Given that

individual treatment is very expensive, and given the difficulty encountered in initiating and maintaining treatment with

socio-economically disadvantaged families, it is very difficult to ensure compliance with traditional treatments.

A need for an intervention which targets populations of children at-risk of conduct disorder was identified. From this identified need, came the PALS project in Ottawa, Participate and Learn Skills. This program was first offered in January 1980. It is from this program, that STAR has its origins. An evaluation of the PALS project found a reduction in anti-social behaviour among the program participants. This evaluation also noted that children at the low and high ends of the age interval served (5-12) had lower rates of participation, which were attributed to the fact that programming was not geared to these age groups. This supports the need for programming tailored specifically to 5 & 6 years olds, as is currently being done in the Hamilton-Wentworth STAR program, with CAPC funding.

5.0 EVALUATION OF THE STAR PROGRAM

This report summarizes the evaluation findings of the STAR program as part of the CAPC project. The Hamilton-Wentworth CAPC Project is evaluated at three different levels: the national level, the regional level (which is the province of Ontario) and the local level.

The local evaluation plan was developed to incorporate required components of the national and regional evaluations, in addition to components which the evaluation committee decided were important to the local level.

A brief description of the components of the STAR program's evaluation follows:

5.1 Program Development Form (Appendix one)

- developed for the National CAPC Evaluation
- collects information on the stage of development of the program, the lessons learned in terms of development and management of the program as well as changes made to the program

5.2 Attendance Form (Appendix two)

- collects information on the number of participants who attend program sessions

5.3 Focus Group with Parents of Child Participants (Appendix three)

- parents of participants are brought together to discuss how they found out about the program, what benefits they see in the program for their children, what changes (if any) they observe in their child which they attribute to the program, their opinions on the program and what changes (if any) they would like to see made to the program
- a focus group was held with six parents of children who participate in the Learn-in-Play program

6.0 AN OVERVIEW OF THE STAR PROGRAM

The information in this overview comes from evaluation forms completed as part of the National CAPC Evaluation. The headings and descriptions are pre-determined on the form, and are not written by program staff. When completing these forms, program staff are required to check off which options in a question best reflect the nature of the program.

Program Components:

- child focused programs which include opportunities for stimulation, socialization, skill development, cultural enrichment
- community development focused programs

Problems/Issues the Program Addresses:

- developing social skills and other physical skill development
- physical and mental health and well-being
- improving self-confidence
- decreasing boredom and deviant behaviour

Benefits to Children Expected to Result from Program Activities:

- improved physical health
- improved socio-emotional health including better interpersonal functioning, more self-esteem and happiness

Benefits to Parents Expected to Result from Program Activities:

- mental health break from their children
- enforcement of behaviour modification from parents

Benefits to Neighbourhoods or Communities Expected from Program Activities:

- higher levels of cohesion, affiliation or connectedness
- improved safety or security
- more resources such as parks, playgrounds, recreational facilities, etc

Benefits to the Service Delivery Network:

- higher levels of integration, co-ordination
- increased availability and accessibility of services

STAR Serves:

- one parent families
- families with few material resources evidenced by low income, over crowded or inadequate housing, shortages of food or clothing
- families referred by the existing service system (e.g. public health, child welfare services, children's mental health etc.) as needing special help or support children who need supplemental care or opportunities for learning, socialization or skill development

Key Objectives of STAR:

- improve skill development in children
- improve social skills
- improve self-confidence and self-concept
- deter deviant behaviour

Major Activities/Content of STAR:

- skill development programs including: Reading Circle, Karate, T-Ball, Learn-In-Play, Dance, Swimming, Day Camp, Hockey

STAR Programming Occurs At:

- the gymnasiums of local schools
- the playing fields of local parks
- the STAR offices at the three different sites (Oriole, Kenora, Congress)

Agencies, Organizations, & Groups That Contribute to Delivery of the Program:

- Board of Education
- The City of Hamilton
- The YWCA
- The Kiwanis Boys & Girls Club

- S.T.A.R. Tenants Association
- Hamilton-Wentworth Housing Authority

Roles Available For Consumers In Delivering the STAR Program:

- a volunteer role for identifying and enlisting participants
- a volunteer role in providing services

Roles Available For Consumers In The Governing of the Star Program:

- informal opportunities to express their views and opinions about the program
- membership in working groups and on planning committees that make recommendations for running the program to the steering committee, however, they do not have control over decisions made about the program.

Description Of Star Programs Developed For 5 & 6 Year Olds

Prior to the CAPC funding, STAR did offer its traditional programs to children aged 5 and 6 years old. Past evaluations indicated that participation in this age group was very low, which was attributed to the lack of programs specifically designed for, and tailored to younger children.

When STAR received the CAPC funding, it hired a recreational program co-ordinator to develop and implement programs specifically for children aged 5 and 6 years old. Programs were developed which would introduce younger children to the sport and non-sport activity programs which STAR offers to older children, with the thought being that children will be more confident to participate at an older age in the STAR programs. These programs also focus on social skill development which prepares children for school.

Learn In Play

This program is an introduction to sports and physical activities. Each week, during the hour session, the children are exposed to equipment and activities related to a particular sport or activity (e.g. basketball, soccer, music, dance, etc.). Skills which are developed include: large and fine motor movement, muscle co-ordination, knowledge of rules, and co-operation. There is also a related craft during the one hour program session.

Kreative Korner

This weekly program offers half hour sessions which introduce arts and crafts to the five and six year olds. Activities include: learning about colours, scissor safety, painting, colouring, cutting and gluing. Skills developed include fine motor movement, creativity, co-operation and social skills.

Green Club

This program provides children with an opportunity to learn about nature and the environment. Activities include: nature walks, outdoor games, crafts made with an emphasis on re-cycling and planting. Skills developed include: knowledge of the environment, listening and social skills.

7.0 THE STAR SKILL DEVELOPMENT LADDER

The STAR program uses a skill development ladder to measure a child's progress through the program

TABLE 7.1: STAR DEVELOPMENT LADDER

First Rung of the Ladder	Child participates in an activity
Second Rung of the Ladder	Child has sustained participation, that is the child has attended at least 50% of the sessions offered for an activity
Third Rung of the Ladder	Skill acquisition is measured in terms of the number of hours of supervised instruction that it takes for the average child to reach a given skill level
Fourth Rung of the Ladder	The child is integrated into an on-going league or other community program.

Data is collected specifically on the 5 and 6 year olds for the CAPC evaluation. To date, data have been collected on:

- the number of spots in STAR programs filled by children aged 5 & 6 years old
- the total number of 5 & 6 year olds participating as well as the percentage this is of the number of 5 & 6 year olds living in the housing complex
- the number of 5 & 6 year olds with sustained participation (50% or more)

The data is presented for the three sites (Oriole, Kenora, & Congress) combined.

8.0 ATTENDANCE

As can be seen from the table below, the number of children aged 5 & 6 years old participating in STAR programs has increased since the introduction of age-specific programming for them in the Summer of 1994.

8.1 The Total Number of Children Aged 5 & 6 Participating in STAR Programs:

**TABLE 8.1 THE TOTAL NUMBER OF CHILDREN AGED 5 & 6
PARTICIPATING IN STAR PROGRAMS**

Date of Session	Total Number of Children Aged 5 & 6 Participating
Winter 1994 (BEFORE CAPC FUNDING)	24
Summer 1994	70
Fall 1994	65
Winter 1995	49
Summer 1995	74
Fall 1995	58
Winter 1996	107
Summer 1996	122
Fall 1996	120
Winter 1997	112

Attendance fluctuates for a variety of reasons, including:

- the number of children aged 5 & 6 living in the public housing surveys where STAR is offered, there is a high turnover for housing in these complexes
- the timing of children turning seven, and no longer being part of attendance
- summer attendance is affected by children going away on camping trips
- some children sign up for all of the activities available, then do not attend them all, which affects attendance rates

- some program times which are offered are not well attended (e.g. 5.30 am time frame in a fall term was well attended until the daylight savings time change came into effect, then attendance dropped off)

8.2 The Total Number of STAR Program Spots Filled by Children Aged 5 & 6 Years Old:

**TABLE: 8.2: THE TOTAL NUMBER OF STAR PROGRAM SPOTS
FILLED BY CHILDREN AGED 5 & 6 YEARS OLD**

Date Of Session	Total Number of Program Spots Filled by 5 & 6 Year Olds
Winter 1996	139
Summer 1996	196
Fall 1996	135
Winter 1997	145

8.3 Number of Multi-Cultural Children Aged 5 & 6 Attending STAR Programs:

**TABLE 8.3: NUMBER OF MULTI-CULTURAL CHILDREN
AGED 5 & 6 ATTENDING STAR PROGRAMS**

Date of Session	Total Number of Children Aged 5 & 6 Participating	Number of Multi-Cultural Children (%)
Winter 1996	107	14 (13%)
Summer 1996	122	27 (22%)
Fall 1996	67	23 (34%)
Winter 1997	112	22 (20%)

8.4 Number of Children Aged 5 & 6 in STAR Programs with Sustained Participation:

**TABLE 8.4: NUMBER OF CHILDREN AGED 5 & 6 IN STAR PROGRAMS
WITH SUSTAINED PARTICIPATION
(ATTEND 50% OR MORE OF PROGRAM SESSIONS)**

Date of Session	Total Number of Children Aged 5 & 6 Participating	Number of Children with Sustained Participation (%)
Winter 1996	107	44 (41.1%)
Summer 1996	122	51 (41.8%)
Fall 1996	120	57 (47.5%)
Winter 1997	112	47 (42%)

8.5 Total Number of Skill Levels Passed by Children Aged 5 & 6 Years Old:

**TABLE 8.5: TOTAL NUMBER OF SKILL LEVELS PASSED BY
CHILDREN AGED 5 & 6 YEARS OLD**

In order to pass a skill level, the child must attain 70% of the skills related to the activity. For children aged 5 & 6, these skills levels do not reflect skill acquisition but rather an understanding of the activity and a willingness to attempt (if not master) the skills. Social skills such as co-operation and waiting for a turn are also included for this age.

Date of Session	Total Number of Spots Filled by 5 & 6 Year Olds	Total Number of Skill Levels Passed
Winter 1996	139	78
Summer 1996	196	123
Fall 1996	135	53
Winter 1997	145	61

8.6 Developmental Stages of the STAR Program:

TABLE 8.6 DEVELOPMENTAL STAGES OF THE STAR PROGRAM

	May 1994	Jan 1995	June 1995	Sept 1995	April 1996	Oct 1996	April 1997
Planning and operational aspects of the program were worked out: the program was running at or near capacity and major issues such as engaging participants, program content, etc. have been resolved.	✓	✓	✓	✓			
It is now fully operational and running as planned.					✓	✓	✓

8.7 Lessons Learned by the STAR Program:

TABLE 8.7: LESSONS LEARNED BY THE STAR PROGRAM

	June 1995	September 1995	April 1996	October 1996	April 1997
GOVERNANCE	<ul style="list-style-type: none"> ● we need to focus more on letting volunteers run & organize programs & have staff as facilitators rather than the people doing everything 	<ul style="list-style-type: none"> ● allow volunteers to implement more program activities to gain confidence 	<ul style="list-style-type: none"> ● student leaders in training started teaching the programs for 5 & 6 year olds 	<ul style="list-style-type: none"> ● staff should be doing more home interviews due to the high number of new families which have moved into the housing complexes 	<ul style="list-style-type: none"> ● need to run a workshop on Reading Circles for staff
DEVELOPMENT	<ul style="list-style-type: none"> ● we can expand the programs for 5 & 6 year olds to a greater number of children by offering them at all 3 sites (Oriole, Congress & Kenora) 	<ul style="list-style-type: none"> ● it would be good to expand programming for 5 & 6 year olds by adding more programs and more times 			<ul style="list-style-type: none"> ● need to have a backup plan for extra activities when there is low attendance
OTHER	<ul style="list-style-type: none"> ● we recruited volunteers to help with Learn-In-Play, as we never did before ● the children really like to be active rather than passive, the more energetic the programs, the better! 	<ul style="list-style-type: none"> ● try and recruit more children to make higher numbers, involve new kids in the program ● balance of passive and active activities needed - variety 	<ul style="list-style-type: none"> ● karate - 5-6 year olds have shorter attention spans, don't focus on it for this age ● children like to be active 	<ul style="list-style-type: none"> ● children losing interest at the Kenora and Congress sites, also lost an instructor ● more participation is needed to maintain interest 	

TABLE 8.8: CHANGES MADE TO THE STAR PROGRAM

June 1995	September 1995	April 1996	October 1996	April 1997
<ul style="list-style-type: none"> ● more pressure to recruit new and different children, to have higher numbers in our programs ● we expanded to new locations ● the program is still run by the same people, however, there has been more effort to include volunteers with the implementation of the programs 	<ul style="list-style-type: none"> ● Learn-In-Play, a program for 5 & 6 year olds has been implemented into our regular STAR programming ● some volunteers have taken a role in implementation of some programs ● stronger connection with Kiwanis Boys and Girls Club 	<ul style="list-style-type: none"> ● added an introduction to art in the Kreative Korner program ● soccer was offered to 5 & 6 year olds for more activity ● trying karate specialized for 5 & 6 year olds ● more volunteers involved in teaching the courses 	<ul style="list-style-type: none"> ● swimming at the Congress site was not offered, parents were to sign up their children on their own (at recreation centre's request), this did not work as only one parent registered their child, swimming lessons are to be offered at Kiwanis in the fall, due to the requests made by parents 	<ul style="list-style-type: none"> ● classes for 5 & 6 year olds offered between 4-6 pm Mon-Thurs only ● Learn-In-Play changed to 45 minutes in order to have all classes offered for 5-6 year olds before 6pm

9.0 SUMMARY OF DATA FROM FOCUS GROUP HELD WITH PARENTS OF PARTICIPANTS IN STAR'S LEARN-IN-PLAY PROGRAM

9.1 Benefits Parents Saw in the Program:

- *"it gives them a bit of structure"*
- *"it gives them a chance to have new friends"*
- *"there's a lot of programs, its like a routine"*

9.2 Changes Parents Noticed in Their Children Since They Started Attending Learn-In-Play:

- *"they're a little calmer"*
- *"they can't play out front"*
- *"my son reminds me everyday that he has something to do, "is it time to go yet?, is it time to go yet" first thing in the morning, 8:30, "what day is it? How many hours until it's time to go?"*

9.3 What Children Are Like When They Come Home After A Session:

- *"when they bring the crafts home they're so proud "can I stick it here?"*
- *"they're calmer than they would be"*
- *"a little excited cause they have to show us everything they did, then they're fine afterwards"*
- *"then everyone gets together and plays without fighting"*

9.4 Other Comments Parents Made About the Program:

- *"this particular program should be funded"*
- *"it benefits the kids"*
- *"my son doesn't sit still for nothing, he's very hard to handle and he's been great in the group"*

10.0 CASE SCENARIOS OF STAR PARTICIPANTS

10.1 Case One

Participants A and B are twins who started with the STAR program at age six in the summer of 1996. These twins are in a special class at school due to a slight hearing impairment. When they first joined the program, they were extremely shy and had very few friends. At first, the twins only signed up for the craft related classes such as Kreative Korner and Reading Circle. When they did join up for Learn In Play, they were reluctant to participate in the sport-related activities. By the winter session in 1997, these participants were becoming more involved in the sport aspect of the Learn-in-Play program. They also started to participate in the swimming program offered through STAR. They have developed several new friendships with other children their age and they are much more talkative and outgoing than when they first joined the program.

10.2 Case Two

Participant C is a child who comes from a multi-cultural family which does not speak English in the home. This child turned five in the fall of 1996 and joined the STAR swimming program with his older sister. In the Winter of 1997, he participated in: swimming, Kreative Korner, and Learn in Play. His sister started out by accompanying him to these programs, however he started to come on his own. His communication with other children has improved, along with his manners and social skills. He has developed a friendship with a fellow participant in the programs and always attends the programs unless he is sick.

11.0 RECOMMENDATIONS FOR FUTURE PLANNING AND EVALUATION

- track children who participate in the programs for 5 & 6 year-olds to determine the number of these children who continue to participate in STAR programs
- conduct another focus group with parents of children aged 5 & 6 who have participated in at least two of the STAR programs for this age group
- develop a strategy to capture the links of STAR to other programs (i.e. parents of some children attend the other CAPC programs but there is no way to capture this)

12.0 CONCLUSIONS

Based on data collected from April 01 1994 - March 31 1997, the STAR program has successfully used its CAPC funding to develop and implement recreational programs for children aged 5 and 6. Three new programs were developed specifically for children aged 5 and 6: Learn In Play, Kreative Korner and Green Club.

Since the winter of 1996, in each term (winter, summer, fall) over one-hundred children aged five and six have who live in public housing have participated in STAR programming which includes creative programs and physical activity programs. For each of these terms, over 40% of the children have sustained participation, that is, they have attended more than half of the program sessions offered.

Data from a focus group held with parents of children in the STAR program indicate that the parents value the program and see positive changes in their child which they attribute to the program.

The STAR program should continue to offer its programs specifically designed for children aged 5 and 6.

13.0 REFERENCES

Campaign 2000 Report Card 1997: Child Poverty in Canada

Henry, Terrance (1997), Risk & Capacity Profile: Hamilton-Wentworth, A report prepared for the Hamilton Area Office of the Ministry of Community and Social Services.

Offord, D.R., Last, J.M. & barrette, P.A. (1985). A comparison of the school performance, emotional adjustment and skill development of poor and middle-class children. Canadian Journal of Public Health, 76, May/June 174-178.

APPENDIX ONE
PROGRAM DEVELOPMENT FORM

Community Action Program for Children

Appendix One: National Evaluation Program Development Form

Health Canada - 2000-01-01 when
completed
Aussi disponible en français

Form "C"

Activity Report at 6 Month Intervals

Cycle 5



Instructions for filling out this form can be found on the overleaf.

In Form "C", PROJECT refers to the total intervention effort of your funded proposal. PROGRAM refers to those activities being undertaken to achieve particular objectives (e.g. improve parenting skills) with a particular group (e.g. primary caregivers). Some PROJECTS will have one PROGRAM. Other PROJECTS will have more than one PROGRAM.

The distinctive features of a PROGRAM are:

- ❖ objectives – what it is supposed to accomplish
- ❖ target population – whom the program is supposed to serve

One PROGRAM is different from another PROGRAM when one or more of these features is different between PROGRAMS.

THIS PROJECT IS IN THE FORM "E" SAMPLE

Project Number: 4927-06-93/0029 Language: E

Project Name: Community Action Program for Children
(CAPC): Hamilton-We

Province: ONTARIO

FED Number: 0529 FED Name: Hamilton East

Reporting Period: April 1, 1997 to September 30, 1997

For the Regional Program Consultant:

Check here and sign below after check list points on the overleaf have been verified. ☐

This form was verified by:

Name

Date

day month year

Signature

Regional Program Consultant to verify:

Form ☐ of ☐ for this project.

Check here if the project is no longer operating. ☐

Begin Here

Name of person completing Form "C":

Given Name

Family Name

Title of person completing Form "C"

Telephone number:

Area code - -

Fax number: (if applicable)

Area code - -

How to complete this form

To answer the questions:

Mark a circle



Print in a box

3

OR Print on a line

CAPC

<p>Enter the name of each PROGRAM operating under this PROJECT, then answer the questions for each of the programs. (Use additional forms if there are more than three programs in the project.)</p> <p>Note: The program names and numbers must be the same as reported on the "List of Programs in your Project".</p>	<p>Program Name: _____</p> <p>Program Number: </p> <p>What is this program's status?</p> <p><input type="radio"/> Program has been active and operating for most or all of the past six months → Go to C2.</p> <p><input type="radio"/> Program was not operating for most or all of the past six months, but has not been cancelled (e.g. seasonal on hiatus until next session starts, offered on demand) → Go to C2.</p> <p><input type="radio"/> Program is no longer in operation and is not expected to operate again → End date of program.</p> <table style="margin-left: 150px;"> <tr> <td style="text-align: center;">day</td> <td style="text-align: center;">month</td> <td style="text-align: center;">year</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table> <p style="text-align: right;">Go to C1</p>	day	month	year			
day	month	year					

<p>C1. The PROGRAM is no longer in operation because ...</p> <p>Mark ALL that apply</p>	<p><input type="radio"/> program completed (objectives met)</p> <p><input type="radio"/> federal funding reductions</p> <p><input type="radio"/> provincial/territorial funding reductions</p> <p><input type="radio"/> other funding reductions</p> <p><input type="radio"/> program moved to another sponsor</p> <p><input type="radio"/> change in community needs</p> <p><input type="radio"/> other (specify) _____</p> <p style="text-align: right; border-left: 1px dashed black; padding-left: 10px;">Go to next program</p>
--	--

<p>C2. Which of the following best describes the stage of development of this PROGRAM at the present time?</p> <p>Mark ONE circle only.</p>	<p><input type="radio"/> This PROGRAM is still at the conceptualization and planning stage: the objectives, target population and major activities have not yet been specified.</p> <p><input type="radio"/> Basic planning for this PROGRAM is complete: the objectives, target population and major activities have been specified; however, the operational aspects of the PROGRAM - who will do what, where, when, how - have not been specified.</p> <p><input type="radio"/> Planning for the PROGRAM is complete and the operational aspects of the PROGRAM have been agreed upon; however, activities have not yet begun.</p> <p><input type="radio"/> Planning for the PROGRAM is complete: the operational aspects of the PROGRAM have been agreed upon; the PROGRAM is actually running - individuals are participating; however, the PROGRAM is very much in the experimental stage.</p> <p><input type="radio"/> The planning and operational aspects of the PROGRAM have been worked out: the PROGRAM is running and individuals are participating; however, the PROGRAM is not running at capacity and/or some issues need to be resolved about engaging participants, program content, etc.</p> <p><input type="radio"/> The planning and operational aspects of the PROGRAM have been worked out: the PROGRAM is running at or near capacity and major issues such as engaging participants, PROGRAM content, etc. have been resolved.</p>
--	---

<p>C3. Is this PROGRAM presently fully operational and running as planned?</p>	<p><input type="radio"/> Yes → Go to C5.</p> <p><input type="radio"/> No</p>
---	--

<p>C4. When do you expect this PROGRAM to be fully operational and running as planned?</p> <p>Mark ONE circle only.</p>	<p><input type="radio"/> within 3 months of initial funding</p> <p><input type="radio"/> within 3 to 6 months after initial funding is received</p> <p><input type="radio"/> within 7 to 11 months after initial funding is received</p> <p><input type="radio"/> 1 to 2 years after initial funding is received</p> <p><input type="radio"/> more than 2 years after initial funding is received</p>
--	---

Enter the name of each PROGRAM operating under this PROJECT, then answer the questions for each of the programs. (Use additional forms if there are more than three programs in the project.)

Note: The program names and numbers must be the same as reported on the "List of Programs in your Project".

Program Number:



What is this program's status?

- 1 ☐ Program has been active and operating for most or all of the past six months → Go to C2.
- 2 ☐ Program was not operating for most or all of the past six months, but has not been cancelled (e.g. seasonal on hiatus until next session starts, offered on demand) → Go to C2.
- 3 ☐ Program is no longer in operation and is not expected to operate again → End date of program
- day month year
- Go to C1

C5. Which one of the following major categories would describe the main focus of this PROGRAM?

Mark ONE circle only.

- 01 ☐ child-focused PROGRAM (e.g. additional resources for existing child care services, toy lending libraries, opportunities for stimulation, socialization, skill development)
- 02 ☐ parent-focused PROGRAM (e.g. training and support groups for parents only, pre and post-natal programs)
- 03 ☐ family-focused PROGRAM (program in which both parent and child participate)
- 04 ☐ community development-focused PROGRAM (e.g. improving quality of life in the community by increasing community resources, improving safety, increasing neighbourhood cohesion)
- 05 ☐ service network-focused PROGRAM (e.g. to improve the integration/co-ordination of services, increase the availability, accessibility or quality of services)

C6. Does the PROGRAM follow a packaged outline?

(e.g. a manual, video, or other documentation such as "Nobody's Perfect")

1 ☐ yes → name of outline:

2 ☐ no

C7. From how many different sites (e.g. buildings, regular stops of mobile unit) is this PROGRAM delivered?

- 3 ☐ one
- 4 ☐ two
- 5 ☐ three
- 5 ☐ four or more

In the following questions, indicate all benefits expected, even if they are not the primary focus of the program (e.g. a child-focused program may also have benefits for the parents or community).

C8.i What are the benefits expected from this PROGRAM, for the CHILDREN affected?

Please check ALL that apply.


- 1 ☐ children are not directly affected by this PROGRAM
- 2 ☐ improved physical health
- 3 ☐ improved cognitive function, including language development and school readiness
- 4 ☐ improved social-emotional health including better interpersonal functioning, higher self-esteem and happiness
- 5 ☐ fewer risks to the child at birth such as prenatal complications, low birth weight or prolonged hospitalization
- 5 ☐ fewer risks to the child during infancy or later including injuries
- 7 ☐ other (specify)

 For office use only.

Enter the name of each PROGRAM operating under this PROJECT, then answer the questions for each of the programs. (Use additional forms if there are more than three programs in the project.)

Note: The program names and numbers must be the same as reported on the "List of Programs in your Project".

Program Name: _____

Program Number: 

What is this program's status?

- 1 ☐ Program has been active and operating for most or all of the past six months. → Go to C2.
- 2 ☐ Program was not operating for most or all of the past six months, but has not been cancelled (e.g. seasonal, on hiatus until next session starts, offered on demand) → Go to C2.
- 3 ☐ Program is no longer in operation and is not expected to operate again → End date of program. day month year
Go to C1

C8.i What are the benefits expected from this PROGRAM, for the PARENTS affected?

Please check ALL that apply

- 01 ☐ parents are not directly affected by this PROGRAM
- 02 ☐ improved caretaking skills
- 03 ☐ higher levels of social support including opportunities for socialization
- 04 ☐ increased coping resources, including improved sense of well-being, self-esteem and sense of control
- 05 ☐ higher standard of living (e.g. increased income, improved housing, employment)
- 06 ☐ improved family functioning
- 07 ☐ other (specify) _____

For office use only.

C8.ii What are the benefits expected from this PROGRAM, for the NEIGHBOURHOODS OR COMMUNITIES affected?

Please check ALL that apply.

- 1 ☐ neighbourhoods or communities are not directly affected by this PROGRAM
- 2 ☐ higher levels of neighbourhood/community spirit
- 3 ☐ improved safety or security
- 4 ☐ more resources such as parks, playgrounds, recreational facilities, etc.
- 5 ☐ other (specify) _____

For office use only.

C8.iv What are the benefits expected from this PROGRAM, for the SERVICE DELIVERY NETWORK affected?

Please check ALL that apply.

Examples of "service delivery network":

- child protection agency
- tenants' association

- 01 ☐ the service delivery network is not directly affected by this PROGRAM
- 02 ☐ higher levels of integration, co-ordination
- 03 ☐ increased availability and accessibility of services
- 04 ☐ improved quality of service
- 05 ☐ other (specify) _____

For office use only.

C9. What ages are the children served by this PROGRAM?

Please check ALL that apply.

- 1 ☐ children are not served directly by this PROGRAM
- 2 ☐ before birth
- 3 ☐ birth to 11 months
- 4 ☐ 1 to 3 years
- 5 ☐ 4 to 5 years
- 6 ☐ 6 years and over

Enter the name of each PROGRAM operating under this PROJECT, then answer the questions for each of the programs. (Use additional forms if there are more than three programs in the project.)

Note: The program names and numbers must be the same as reported on the "List of Programs in your Project".

Program Name: _____

Program Number:

What is this program's status?

- 1 ☐ Program has been active and operating for most or all of the past six months. → Go to C2.
- 2 ☐ Program was not operating for most or all of the past six months, but has not been cancelled (e.g. seasonal, on hiatus until next session starts, offered on demand) → Go to C2.
- 3 ☐ Program is no longer in operation and is not expected to operate again → End date of program day month year

 Go to C1

C10. Whom does this PROGRAM target (i.e., priority population)?

Please check ALL that apply.

Women:

01 ☐ women expecting their first child

02 ☐ pregnant women

Parents:

03 ☐ parents who need training in child care, management or supervision

04 ☐ parents with children 6 years and under

Families:

05 ☐ single parent families

06 ☐ families living in poverty

07 ☐ families referred by the existing service system as needing special help or support

08 ☐ families who are new or relatively new to Canada

09 ☐ off-reserve Aboriginal, Metis or Inuit families

10 ☐ families who are highly mobile or transient (e.g. farm labourers, etc.)

Children:

11 ☐ children who need supplemental care (e.g. day care, respite care)

12 ☐ children who need extra opportunities for learning, socialization or skill development

13 ☐ other (specify)

 For office use only.

C11. What are the major activities of this PROGRAM?

Please check ALL that apply.

1 ☐ one-on-one sessions

2 ☐ discussion groups

3 ☐ formal classes

4 ☐ drop-in activities

5 ☐ home visits

6 ☐ mobile units

7 ☐ other (specify)

Go to C13

→ Go to C12.

Go to C13

<p>Enter the name of each PROGRAM operating under this PROJECT, then answer the questions for each of the programs. (Use additional forms if there are more than three programs in the project.)</p> <p>Note: The program names and numbers must be the same as reported on the "List of Programs in your Project".</p>	<p>Program Name: _____</p> <p>Program Number: </p> <p>What is this program's status?</p> <p>1 <input type="radio"/> Program has been active and operating for most or all of the past six months. → Go to C2.</p> <p>2 <input type="radio"/> Program was not operating for most or all of the past six months, but has not been cancelled (e.g. seasonal, on hiatus until next session starts, offered on demand) → Go to C2.</p> <p>3 <input type="radio"/> Program is no longer in operation and is not expected to operate again → End date of program. day month year Go to C1 </p>
---	--

<p>C12 Who visits the family home?</p> <p><i>Please check ALL that apply.</i></p>	<p>1 <input type="radio"/> professional staff (professional nurse, social worker, physician, dietician, nutritionist, occupational or physical therapist, lactation consultant, midwife)</p> <p>2 <input type="radio"/> para-professional staff (parent-aide, shelter worker, social services worker, project manager)</p> <p>3 <input type="radio"/> trained volunteers (La Leche League mums, Inendy visitors)</p> <p>4 <input type="radio"/> untrained volunteers</p> <p>5 <input type="radio"/> other (specify) _____</p>
<p>C13 Over the last month, approximately how many different CHILDREN participated each week?</p> <p><i>Example of "different children":</i></p> <p>– if child participates in PROGRAM twice in one week, count child only once.</p>	<p>999 <input type="radio"/> PROGRAM is not for children</p> <p>or</p> <p> children (If none are participating yet, enter "000")</p>
<p>C14 Over the last month, approximately how many different PARENTS OR CAREGIVERS participated each week?</p> <p><i>Example of "different parents or caregivers":</i></p> <p>– if parent or caregiver participates in PROGRAM twice in one week, count parent or caregiver only once.</p>	<p>998 <input type="radio"/> PROGRAM is not for parents or caregivers</p> <p>or</p> <p> parents or caregivers (If none are participating yet, enter "000")</p>
<p>C15 How many hours in total is the PROGRAM offering services each week?</p>	<p>999 <input type="radio"/> not applicable given PROGRAM structure</p> <p>or</p> <p> hours per week (If program is not offering services yet, enter "000")</p>
<p>C16 Over the last month, how many different sessions could a participant attend each week?</p>	<p>98 <input type="radio"/> not applicable given PROGRAM structure</p> <p>or</p> <p>99 <input type="radio"/> less than one session per week (e.g. one session per month)</p> <p>or</p> <p> sessions per week (If program is not operating yet, enter "00")</p>

Enter the name of each PROGRAM operating under this PROJECT, then answer the questions for each of the programs. (Use additional forms if there are more than three programs in the project.)

Note: The program names and numbers must be the same as reported on the "List of Programs in your Project".

Program #

Program Number:

What is this program's status?

- 1 ☐ Program has been active and operating for most or all of the past six months → Go to C2.
- 2 ☐ Program was not operating for most or all of the past six months, but has not been cancelled (e.g. seasonal on hiatus until next session starts, offered on demand) → Go to C2.
- 3 ☐ Program is no longer in operation and is not expected to operate again → End date of program
- | | | |
|-----|-------|------|
| day | month | year |
| | | |
- Go to C1

C17. Over the last month, for how many hours would each participant be involved each week on average? (Round partial hours to the nearest full hours.)

96 ☐ not applicable given PROGRAM structure

or

97 ☐ less than one hour per week

or

hours per week (If program is not operating yet, enter "00")

C18. In the last 6 months, in how many weeks did the PROGRAM operate?

(Note: 26 weeks = 6 months)

weeks (If program is not operating yet, enter "00")

C19. Describe the setting or location where this PROGRAM takes place.

Please check ALL that apply.

- 01 ☐ space belonging to community agency or service provider (e.g. Children's Aid, children's mental health centre, YM/YWCA)
- 02 ☐ space belonging to government agency or department
- 03 ☐ space belonging to local service club (e.g. Lions, Rotary)
- 04 ☐ space belonging to local religious group (e.g. church, mosque, synagogue)
- 05 ☐ advocacy group (e.g. women's group, tenants' or neighbourhood / community association, welfare rights group)
- 06 ☐ space belonging to provincial/territorial organization or association
- 07 ☐ space belonging to national organization or association
- 08 ☐ in homes of participants, staff, or volunteers
- 09 ☐ in a mobile unit at various locations
- 10 ☐ other (specify) _____

C20. What is the current role of potential consumers or participants in DELIVERING the PROGRAM?

Please check ALL that apply.

(Note: If program is not yet operational, please indicate the planned role.)

- 1 ☐ a volunteer role for identifying and enlisting participants
- 2 ☐ a volunteer role in providing services
- 3 ☐ a paid staff role
- 4 ☐ no role in delivering the PROGRAM
- 5 ☐ other (specify) _____

Enter the name of each PROGRAM operating under this PROJECT, then answer the questions for each of the programs. (Use additional forms if there are more than three programs in the project.)

Note: The program names and numbers must be the same as reported on the "List of Programs in your Project".

Program Name: _____

Program Number:

--	--

What is this program's status?

- ☐ Program has been active and operating for most or all of the past six months → Go to C2.
- ☐ Program was not operating for most or all of the past six months, but has not been cancelled (e.g. seasonal, on hiatus until next session starts, offered on demand) → Go to C2.
- ☐ Program is no longer in operation and is not expected to operate again → End date of program

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 day month year
Go to C1

C21. What is the current role of potential consumers or participants in the MANAGEMENT of this PROGRAM?

Please check ALL that apply.

(Note: If program is not yet operational, please indicate the planned role.)

- ☐ no role in the management of the program
- ☐ they have informal opportunities to express their views or opinions about the PROGRAM
- ☐ they have formal opportunities to express their views or opinions about the PROGRAM (e.g. through interviews, surveys, focus groups)
- ☐ they sit on working groups, planning committees or advisory committees that make recommendations about the PROGRAM to a management committee; however, they will not have control over decisions made about the PROGRAM
- ☐ they sit on a management or governing committee and vote or directly influence decisions about the PROGRAM
- ☐ they govern program development and implementation and make all key decisions about the PROGRAM
- ☐ other (specify) _____

C22. List the names of the agencies, organizations or groups actively involved in either the delivery or the management of this PROGRAM.

Please check and list ALL that apply.

- ☐ community agency and service provider (e.g. Children's Aid, children's mental health centres, YM/YWCA)

- ☐ government agency or department (excluding CAPC)

- ☐ local service club (e.g. Lions, Rotary)

- ☐ local religious group (e.g. church, mosque, synagogue)

- ☐ advocacy group (e.g. women's group, tenants' or neighbourhood association, welfare rights or poverty group)

- ☐ individual residents from the neighbourhood

- ☐ provincial/territorial organization or association

- ☐ national organization or association

- ☐ other (specify) _____

Enter the name of each PROGRAM operating under this PROJECT, then answer the questions for each of the programs. (Use additional forms if there are more than three programs in the project.)

Note: The program names and numbers must be the same as reported on the "List of Programs in your Project".

Program Name _____

Program Number:

--	--	--

What is this program's status?

- 1 ☐ Program has been active and operating for most or all of the past six months → Go to C2.
- 2 ☐ Program was not operating for most or all of the past six months, but has not been cancelled (e.g. seasonal, on hiatus until next session starts, offered on demand) → Go to C2.
- 3 ☐ Program is no longer in operation and is not expected to operate again → End date of program

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 Go to C1

C23. What is learned from a PROGRAM may be more important than what was done. List below the new ideas or lessons learned during the last 6 months that will influence some aspect of this PROGRAM. (e.g. If we had to do it over again, what would we change? OR If a group setting up a similar program asked for advice, what would we tell them?)

01 ☐ Ideas/lessons on Development:

02 ☐ Ideas/lessons on Objectives:

03 ☐ Ideas/lessons on Management:

04 ☐ Ideas/lessons on Activities:

05 ☐ Ideas/lessons on Other aspects:

C24. Lessons learned can provide opportunities for making PROGRAM changes that will increase a PROGRAM'S chance for success. List the changes you have made to the PROGRAM in the last 6 months based on your experiences.

1 ☐ Changes in Objectives:

2 ☐ Changes in Management:

3 ☐ Changes in Activities:

4 ☐ Changes in Other aspects:

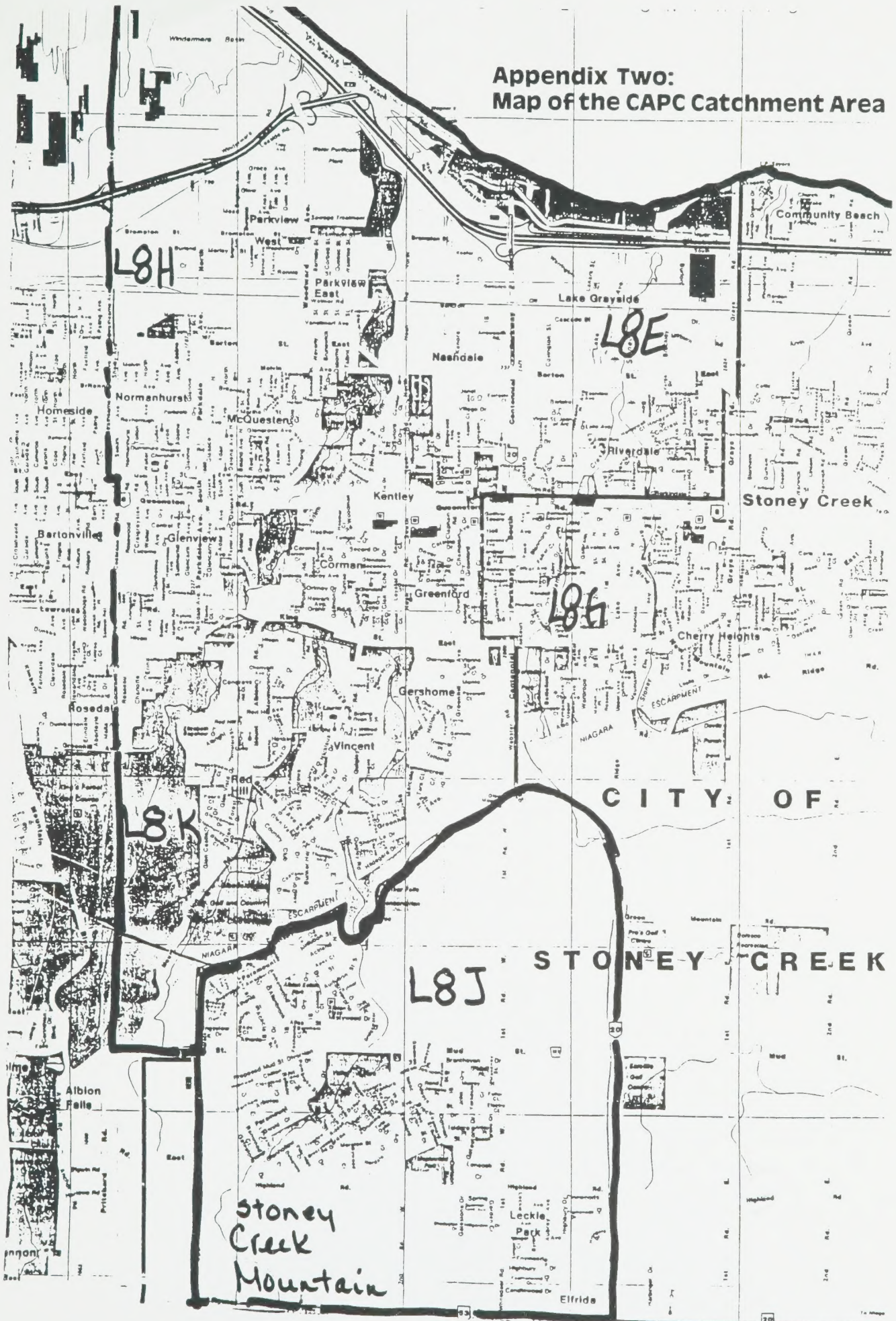
C25. Have the objectives of this PROGRAM changed from the original funded objectives?

5 ☐ Yes → If yes, describe the changes:

6 ☐ No

APPENDIX TWO
MAP OF CAPC CATCHMENT AREA

Appendix Two: Map of the CAPC Catchment Area



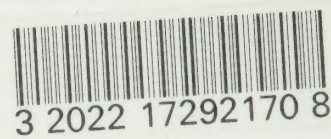
CAPC Boundaries:

East Boundary - Fifty Road
West Boundary - Strathearn Ave. & Cochrane Road
North Boundary - To the Lake

Stoney Creek Mountain:

East Boundary - Centennial Parkway (Hwy. #20)
West Boundary - Upper Mount Albion Road

CAPC Boundaries



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